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ABSTRACT

The high, voluntary turnover of child and youth care staff at a residential treatment center was due primarily to low job satisfaction levels. Since the relationship between employees and supervisors directly affects job satisfaction, it was posited that a training intervention focusing on improving the employee support skills of first-level supervisors would reduce staff turnover. Three 3-hour training sessions were held for supervisory personnel. The sessions emphasized role playing, field assignments, peer review, positive reinforcement, and multiple evaluation techniques. Pre- and postevaluations were compared to determine the effect of the training program on supervisors, and the targeted child and youth care staff were surveyed both before and after the intervention to determine their level of job satisfaction. Before the intervention, 52% of staff surveyed said that they received little or no job satisfaction, whereas after the intervention only 20% said they received little or no job satisfaction. Overall job satisfaction rose considerably, and supervisory personnel improved their employee support skills. Nine appendixes provide copies of the following: (1) staff and supervisor survey forms; (2) survey results; (3) training implementation plan; (4) training materials, role playing scenarios, and field assignments; (5) training evaluation forms; and (6) pre- and postintervention results. Contains 57 references. (MDM)

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Increasing Job Satisfaction Among Child Care Workers Through the Training of First-level Supervisors

by

Angelo (Chip) Bonsutto

Cohort 54

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A Practicum Report Presented to the
Master's Program in Child Care, Youth Care,
and Family Support
in Partial Fulfillment of the Requirements
for the Degree of Master of Science

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ABSTRACT

Increasing job satisfaction among child care workers through the training of first-level supervisors. Bonsutto, Angelo M., 1993: Practicum Report, Nova University, Master's Program for Child Care Administrators. Descriptors: Child Caregivers/Child Caregiver Supervisors/Labor Turnover/Job Satisfaction/Supervisor Training/Supervisor Education/Job Enrichment/Work Attitudes/Employee Attitudes/Residential Treatment Centers

The frequent voluntary turnover of child and youth care staff was problematic at a residential treatment center. Based on a review and analysis of the research literature, voluntary staff turnover and job satisfaction have an inverse relationship. A majority of surveyed child and youth care staff at this residential treatment center report that they got little or no satisfaction from their job. Overall job satisfaction of child and youth care staff at the agency needed improvement to reduce or positively impact the propensity to leave the agency.

The relationship between employee and supervisor directly affects job satisfaction. The author developed a training intervention focused on improving the employee support skills of first-level child and youth care worker supervisors. The author developed several evaluations to determine the effect of the intervention on the targeted supervisors and child and youth care workers.

Following the completion of this training strategy, job satisfaction among the targeted child and youth care staff improved. In addition, these interventions improved the support skills of the first-level supervisors, but not to the standards set in the objectives. Appendices include sample surveys, evaluations, and training materials.

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CHAPTER 1: INTRODUCTION AND BACKGROUND

Located several miles from a large Midwest city, the practicum agency has been serving youth and families for almost seventy years. The practicum agency provides an expansive menu of community-based, out-patient and residential services. It is within the residential services that the majority of the agency's child and youth care workers have traditionally been employed. To better understand the child and youth care worker's function and condition at the practicum agency, the following overview examines the various work environments, residential and therapeutic services, personnel practices, and organizational infrastructure.

Work Environment: The Physical Plant

Twenty-three buildings on 180 acres comprise the main campus of the practicum agency. Several of the these buildings accommodate administration, training facilities, educational services, foster care programs, family preservation, family therapy and supportive services such as dietary, maintenance, housekeeping and the laundry. Fourteen buildings serve as residence for children and youth. These buildings or residential units are the primary work site for the agency's child and youth care staff.

Similar to other child care facilities built in the years following World War I, the practicum agency's residential units were designed to be more homelike and not comparable to the traditional barracks-style institutions built previously (Whittaker, 1988). Over the years, the practicum agency constructed additional residential units. Today, two distinctly different floor plans or unit designs coexist at the agency. The original residences are two floor, tudor-styled buildings. In essence, these were built like traditional houses -- only on a much larger scale. The new designs are secured or locked, one-floor buildings that utilize glass walls to enable "line-of-sight" supervision of clients and staff. Both designs provide living space for the youth and office space for the staff.

Children and Youth

This residential treatment center has the capacity to treat and care for approximately 180 children and youth. Based on a review of the practicum agency's intake databases, this facility's residential programs serve approximately 350 different youth annually. The agency has received referrals from a multitude of national, regional and local children services boards, department of human services and juvenile courts.

The practicum agency provides residential therapeutic services for children and youth between the ages of 11 and 21 years of age. At the time of placement, many of these youths were in a maturational, developmental, psychological or social crisis that placed them or others at risk of harm or injury. These youths present a myriad of psychological, emotional, developmental, educational and behavioral needs. Many of these youths have an extensive history of physical, sexual or emotional victimization, neglect, and/or criminal behavior. Many were neglected by parents or other caretakers. Approximately a third present as developmentally challenged. Most lack appropriate adaptive or social skills. When stressed or in crisis, many of these youths may self-injure, aggress towards others, become oppositional, run away, use drugs or withdraw.

While in treatment, many of these youths continue to display maladaptive behaviors with variant degrees of frequency and intensity. Based on a review of the practicum agency's incident databases, the clients in placement present the child and youth care workers with a variety of challenges. For the first eleven months of 1992, direct care workers documented 5,729 behavioral or unusual incidents. These incidents

traversed the spectrum from medical noncompliance to physical assault.

Residential and Therapeutic Services

The practicum agency strives to provide residential and therapeutic services according to each child's and his/her family's unique needs. The family systems model (Minuchin, 1974; Haley, 1976) forms one of the cornerstones of the practicum agency's treatment philosophy. This philosophy postulates that a child's behavior occurs within the context of a system, i.e., the family. Therefore, treatment includes both child and natural or surrogate family.

Treatment of children and youth with comparable primary needs occurs in specific residential units. Units with similar populations form program clusters. The two or three units that comprise these clusters provide services milieu-based treatment that focuses on specific homogeneous needs of the children and families. These needs include: inappropriate sexual or victimizing behavior; developmental disorders such as mental retardation and pervasive developmental disorders; severe emotional and mental disorders; and delinquent behavior. Services provided in these program clusters include: individual counseling, psychotherapeutic groups, partial hospitalization,

skills groups, family therapy, social-recreational activities and a therapeutic milieu. Through child and youth care personnel have duties in all of these services, the therapeutic milieu serves as the primary job platform.

According to Trieschman (1969), the therapeutic milieu serves as the tool that facilitates change. Child and youth care workers coordinate their actions within the therapeutic milieu to improve the lives of children. The practicum agency bases its milieu interventions and programs on psychoeducational and social-learning paradigms (Bandura, 1977; Brendtro & Ness, 1983; Goldstein, 1988). These social-learning approaches are fused with the family systems paradigm (Minuchin, 1974; Haley, 1976) to form the core of the practicum agency's treatment philosophy and practices.

Child and Youth Care Staff: Function, Training and Supervision

Function

According to personnel records, the practicum agency employs more than 400 individuals to serve children and families. Of these employees, 222 provide direct care and/or supervise direct care staff. 166 of the 222 employees are classified as child and youth care workers.

Most of the child and youth care workers hired come from the local metropolitan area. Based on a review of the practicum agency's aggregate personnel data, the average child care worker is approximately 25 years old, single with approximately two years of college. About a third possess at least a bachelor's degree. Most do not have any previous direct care experience.

The adult-child relationship is fundamental in the training and education of youth (Brendtro & Ness, 1983). At the practicum agency, the child and youth care workers are primarily responsible for developing and nurturing the therapeutic adult-child relationship. In developing this relationship, the child and youth care worker facilitate the implementation of the milieu activities or services, crisis interventions and skill-building exercises. These exercises include: supervision and training of the youth during skill-building routines such as meals, leisure activities and personal hygiene routines; cofacilitation with unit-based therapists of skill-building groups focused on the development of prosocial behaviors; assisting the teacher during school hours; implementing partial hospitalization activities; and providing supervision while the youth

sleep. Child and youth care workers provide services for the youth 24 hours a day, seven days a week.

Assigned to one residential unit, child and youth care workers usually do not rotate between residences unless promoted or permanently transferred. Dependent on program population and budget, child and youth care staff work from 42.5 to 48 hours per week excluding overtime. Based on a review of the practicum agency's staffing patterns and schedules, the child and youth care worker-to-client ratio during day and evening hours averages one to five. Contingent on the youth population and demographics, at least two to five child and youth care workers are on-duty per unit per day and evening shifts. While the children and youth are asleep, at least one child and youth care worker is present and awake in each residence.

Training

Before beginning their direct care work, each child and youth care worker must complete an agency provided two-week, orientation training program. This orientation training program details: agency policy and procedure; first aid and CPR; basic child development and skill-building interventions; and behavior and crisis management techniques. Between January 1, 1989 and December 31, 1992, the practicum agency hired 418

child and youth care workers who completed the two-week orientation training program.

After the orientation training, child and youth care workers must receive a minimum of 24 hours of training per year. To meet this training requirement, the practicum agency offers child and youth care workers a career advancement program or ladder that focuses on providing mandated training and further developing child care skills. If a child and youth care worker completes the two-year career advancement training package, they can earn up to a 7.5% raise. As Krueger (1986b) recommended, a child and youth care worker's training combines both in-house and off-site sessions to help staff gain a better understanding of the field.

Supervision

While on-duty, s senior child and youth care worker, a shift/treatment supervisor or leader, supervises the child and youth care workers. For this practicum, treatment/shift supervisors are first-level supervisors. In addition to regular child and youth care functions, treatment/shift supervisors' responsibilities include the overall operations of the residential unit and staff supervision during their assigned shift. This includes the delegation of work

assignments, the on-line informal and formal training of child and youth care staff, handling conflicts, and providing positive and corrective feedback. At least one treatment/shift supervisor or leader per unit is on-duty during all day and evening shifts. Each unit has three to four treatment/shift supervisors or leaders assigned to it. According to personnel files, the average treatment/shift supervisor has two to three years of previous direct care experience. Prior to the implementation of this practicum's solution strategy, the agency did not provide any formal training specific to supervisory skills for these individuals.

Another first-level manager, the unit manager, provides supervision for child and youth care staff of each residence. The unit manager functions include: case management services for the clients while in placement; administrative duties such as interviewing, hiring, training and disciplining of assigned child and youth care workers; and operational functions such as ensuring compliance with regulations and standards and maintenance of the physical plant. Based on a review of the practicum agency's personnel records, all unit managers are former child and youth care staff. This is similar to Krueger's (1986b) "workers supervising workers" concept. At the practicum agency, unit

managers have several years of direct care experience with a mean of 5.8 years of service at the agency. Education ranges from some college to graduate degrees.

The unit manager is the focal point of the decision-making process within each residence. The unit manager serves as the chairperson of planning meetings for youth and the unit's team meeting. Based on a discussion with various administrative and cottage-based personnel, it is within the context of the team meeting that the unit's decision-making process is to occur. In design, the unit team should function within a total team framework that maximizes primary group relationships (Vorrath & Brendtro cited in Brendtro & Mitchell, 1983).

In addition to the unit manager, each residence has from one to three unit-based clinical staff. The responsibilities of the clinical personnel include the development of individual services plans and the provision of individual, group and family therapy. In addition, these licensed professional staff develop and provide training of milieu interventions used by the child and youth care workers.

Program supervisors administer a cluster of two or three units. The practicum agency employs six program supervisors. As with unit managers, these individuals

customarily have been former direct care staff. According to the practicum agency's personnel records, most have several years of direct care and supervisory experience. In addition to program development and planning, the responsibilities of these individuals include the administration of all direct care and clinical personnel assigned to their respective program cluster.

Program Director: Position and Role

As agency Program Director, I directly manage the program supervisors. My responsibilities include: the coordination and administration of milieu-based therapeutic and other services; the hiring and maintaining of supervisory, unit-based clinical and child and youth care personnel; determining, organizing and providing staff training; ensuring residential compliance with all licensing, certifying and accrediting regulations or standards; the development of new residential programs or services; development and adherence with budgetary guidelines; and the day-to-day operations of the residential units. My direct supervisor is the practicum agency's Assistant Executive Director.

Similar to many in the field, I earned by current position through and from the ranks of direct care

workers. Twelve years ago I started with the practicum agency as a child and youth care worker. Over the years, I have been a first-level supervisor, unit manager, program supervisor and assistant program director. During my career at the practicum agency, I have been responsible for or assisted in the creation of many of the practicum agency's specialized residential services or programs; record-keeping and computer database systems; staff training programs; and agency strategic planning. In addition, I am a Licensed Social Worker, certified by the State's child care worker association as a child care worker and a board member of the State's child care worker's association.

Over the past several years, I have presented over a score of workshops at local, state and national child and youth care conferences. In solving problems, developing the solution is only half of the battle -- training others to use the solution may be the most difficult. My experience as a instructor and trainer was a benefit in this practicum project.

CHAPTER 2: STUDY OF THE PROBLEM

Problem Statement

The frequent voluntary turnover of child and youth care staff has been problematic at the practicum agency. Based on a review and analysis of the research literature, there is an inverse relationship between staff turnover and employee job satisfaction. A majority of surveyed child and youth care staff at the practicum agency reported that they got little or no satisfaction from their job. Overall job satisfaction of child and youth care staff needed improvement at the practicum agency to impact voluntary turnover of child and youth care workers.

Problem Documentation

In building the therapeutic milieu, the relationship between the youth and caregiver serves as the basis for care and change (Brendtro & Ness, 1983). "Caring relationships" form the foundations of treatment (Krueger, 1990). Frequency turnover of child and youth care staff shatters the therapeutic relationship and impacts on the quality of care (Cohen cited in Doriety & Powell, 1988). Direct care turnover adversely affects the consistency of care that children need to change (Krueger, 1986a). In addition, child care turnover represents a significant tangible cost

for the organization (Mobley, 1982; Doriety & Powell, 1988). For a children's residential treatment center, the control of child and youth care turnover is paramount.

Staff turnover refers to the number of employees that leave (e.g., by resignation, termination, retirement, disability) an organization during a specific period (McEvoy & Cascio, 1985, p. 343). Several methods exist to calculate employee turnover (Mobley, 1982; Doriety & Powell, 1988; Mitchell & Braddock, 1990; "Ohio committee," 1991). For this practicum, turnover percentages were calculated by dividing the number of staff that left the organization with the number employed during a specific period, i.e., a year (Mitchell & Braddock, 1990; "Ohio committee," 1991; Finnell, 1992).

A review of research literature revealed that annual child and care worker turnover ranged from a low of 23% to a high of 73% (Rosenfeld, 1979; Ross, 1983; Doriety & Powell, 1988; Mitchell & Braddock, 1990; "Ohio committee," 1991; Finnell, 1992). Based on an analysis of the practicum organization's personnel databases, child and youth care worker turnover for 1992 was slightly less than 32%. Since 1988, the practicum agency has had an average annual child and

youth care turnover of slightly more than 41%. In addition, during this five year period, child and youth care staff with less than six months experience accounted for 60% of the agency's turnover.

Employee turnover can be involuntary or functional (e.g., termination or retirement) or dsyfunctional or voluntary (Dalton, Krackhardt & Porter, 1981; Doriety & Powell, 1988). McEvoy and Cascio (1985, p. 343) referred to dsyfunctional or voluntary turnover as controllable turnover that is initiated by the employee (e.g., resignations) and not the employer (e.g., terminations, mandatory retirement). For this practicum, voluntary or dsyfunctional turnover referred to the number of child and youth care staff that completed the initial two-week orientation training and left the agency on their own accord. Based on a review of the practicum agency's personnel databases, approximately 70% of the agency's child and youth care turnover met the above definition.

For the practicum agency, child and youth care turnover was a costly issue in both tangible and intangible terms. Based on the practicum agency's orientation training alone, the cost of child and youth care turnover exceeded $120,000 for 1992. Though difficult to measure, the cost of child and youth care

turnover on the treatment of the practicum agency's clients, and stress of its personnel, was estimated to be substantial. The tremendous cost of child and youth care turnover warranted an intervention aimed at reducing it.

Mobley (1982, chap. 4) suggested that employee turnover may have its foundation in the hiring, training, compensation, supervision, scheduling, and career advancement practices of an organization. McEvoy and Cascio (1985) investigated the effectiveness of two different types or strategies of interventions, realistic job previews and job enrichment, on employee turnover through an extensive review and analysis of the research literature. Upon conclusion of their analysis, they found that those interventions that focused on designing or enriching the job had a greater positive impact on employee turnover.

Upon analysis and review of the research literature, child and youth care turnover is a symptom of underlying problems or needs within an agency. Mobley et al. (cited in Mobley, 1982) argued that employee turnover was inversely related to current job satisfaction, future expectations and the evaluation of employment opportunities within and outside the agency. Negative job satisfaction increases the propensity of

an employee to leave an organization (Bedrian & Armenakis, 1981; Klenke-Hamel & Mathieu, 1990).

Job satisfaction refers to an employee's attitude or perception regarding the various facets of his/her employment or position (Krueger, 1986b, p. v). Employment aspects contained in job satisfaction include: coworkers, supervisors, interactions with supervisors and clients, agency identification, working conditions, workload, parent and community awareness, and training (Krueger et al., 1987).

During the proposal phase of this practicum, I developed and conducted a survey of 23 child and youth care workers employed at the practicum agency. In addition, I surveyed ten first-level supervisory personnel, i.e., unit managers, treatment/shift supervisors. These child and youth care workers and supervisors were employed in the practicum agency's residential units with the highest overall annual turnover and the highest turnover of staff with less than six months seniority. In addition, to reduce the impact of confounding factors, the target units worked with similar populations of clients (i.e., youth with developmental disabilities) and provided similar services within similar work environments (i.e., two-story, original floor design units).

Of the 23 child and youth care workers surveyed, more than 52% responded that they got little or no satisfaction from their job. Almost 57% reported that they believed that they had a limited or no future with the agency. For comparison purposes, 70% of the supervisory personnel reported that they were at least satisfied with their job. Appendices A and B, respectively, contain the two survey forms and the complete postintervention survey results.

Analysis of the Problem

As Mobley (1982) noted, a combination of work related items comprise job satisfaction. Krueger et al. (1987) reported that several different areas or aspects contribute to an employee's job satisfaction. These facets include: fundamental aspects such as salaries, benefits and scheduling (Ross, 1983; Fleischer, 1985; Krueger, 1986a, 1986b; Dalton & Mesch, 1990); training and career advancement opportunities (Ross, 1983; Fleischer, 1985; Krueger, 1986a, 1986b; Doriety & Powell, 1988); stress and role ambiguity (Bedrian & Armenakis, 1981; Strout & Posner, 1984; Klenke-Hamel & Mathieu, 1990); involvement in the decision-making process (Krueger, 1986a, 1986b; Finnell, 1992; Stuck, 1992); and the type and level of supervision (Byman, 1977; Ross, 1983; Waxman, 1984;

Krueger, 1986b; George & Bettenhausen, 1990; Finnell, 1992).

Salary, Benefits and Scheduling

Based on conversations with peers at other local residential treatment centers, the practicum agency's offered a competitive salary and benefit package for child and youth care workers. In addition, the agency's child and youth care staff salaries and benefits compared favorably with state and national averages (Mitchell & Braddock, 1990). As Krueger (1986a) reported, salaries for entry level child care wcrkers continue to remain relatively low when compared to other professional and nonprofessional job classifications. Stuck (1992) reported that financial compensation ranked second out of thirty job satisfaction indicators in a Child Welfare League of America (CWLA) study of Florida social workers.

Interestingly, based on a review of the practicum agency's training records, only about a third of all eligible child and youth care workers actively participated in the agency's career advancement program which included a salary incentive. Salaries concern child and youth care workers but may be only a contributing factor in regards to staff turnover and job satisfaction (Fleischer, 1985; Stuck, 1992). With

respect to financial compensation, other job aspects may have more of an influence on job satisfaction.

By tradition and the nature of the field, child and youth care workers work a combination of days, evening, overnights and weekends (Krueger, 1986b). Over the past several years, the practicum agency has made a concerned effort to establish set or standard schedules for child and youth care workers. Prior to and during the practicum, the agency used a three shift format (e.g., days, evenings and overnights) for child and youth care workers. All child and youth care workers schedules included two sequential days off per week. Yet, flexibility in scheduling remains. As Krueger (1986b) noted, most child and youth care workers enjoy some flux or uniqueness in their schedules.

Either the unit manager or one of the shift supervisors wrote the monthly child and youth care worker schedules during the practicum period. Krueger (1986b) noted that child and youth care workers report greater satisfaction with schedules that they had some part in developing. Dalton and Mesch (1990) suggested that substantial benefits (i.e., reductions in absenteeism) and disadvantages (i.e., certain jobs are not adaptable to flexible-scheduling) exist to allowing

employees to develop their own schedules. The lack or limited involvement of child and youth care workers in schedule development may impact job satisfaction at the practicum agency.

Stress and Job Ambiguity

Stout and Posner (1984) concluded there was a significant association between stress and job. Several studies (Bedrian & Armenakis, 1981; Klenke-Hamel & Mathieu, 1990; Stout & Posner, 1984) suggested that stress and job ambiguity adversely affect job satisfaction and increase the predisposition of employees to leave an organization. Yet, of the 23 child and youth care workers survey at this agency 70% reported that most or all of their job roles and expectations were well defined. Ninety-six percent reported that they viewed themselves as good or very good child care worker. An equally high percentage (79%) reported that they would become child and youth care workers again. Based on this, job stress and ambiguity do not appear to adversely affect job satisfaction within the surveyed group.

Involvement in Decision-making

Brillinger (1990) stated that a fundamental association or link between decision-making and the performance of a job. Confused, clouded or ambiguous

decision-making/job performance connections result in decreases in job satisfaction and an overdependency of the supervisee on the supervisor. Price (1973) proposed that a centralized decision-making process within an organization produces more turnover than a defused decision-making system. Furthermore, centralized decision-making processes do not lend themselves to establishing a problem-solving technology (Brendtro & Mitchell, 1983).

The lack of involvement in the decision-making process can develop a feeling of "powerlessness" with in a child and youth care worker that induces burnout, promotes alienation and, ultimately, results in the worker leaving the organization (Forster & Linton, 1988). Krueger et al. (1987) found that the perceived level of decision-making involvement by child and youth care workers was a strong predictor of job satisfaction and organization commitment. In the 1990 Child Welfare League of America (CWLA) survey of Florida state social workers, involvement in decision-making was rank ninth out of thirty survey items (cited in Struck, 1992).

Sixty-one percent of the 23 child and youth care workers surveyed at the practicum agency reported that they had little or no involvement in the decision-making process within their unit. A similar

percentage of the child and youth care workers surveyed reported that they attended a quarter or less of their unit's team meetings per month. Stuck (1992) noted, that the child and youth care workers who do not engage in the decision-making process, perceive that they are not valued within the unit or organization.

Another alarming result is that 90% of the supervisors surveyed at this agency reported that the child and youth care staff were regularly or always involved. All of the supervisory staff attend 75% or more of the team meetings per month. This discrepancy between child and youth care worker and supervisor perception is alarming. The discrepancy suggested that what supervisors believe they are offering is not equally perceived by the child and youth care staff.

Type and Level of Supervision

As Fox (1989) recalls in a personal testimonial, being alone on-duty with many clients was the standard for child and youth care work in the "early years." Today, this is not permitted in many situations. For example, children's residential center licensing standards in Ohio specify a staff-to-client ratio of from one to six up to one to ten (Ohio Department of Mental Health [ODMH], 1991; Ohio Department of Human Services [ODHS], 1989). For the practicum agency,

these regulations and standards have led to a need to increase its child care resources and, subsequently, child and youth care worker supervisors.

The availability of more supervisory personnel has many positive and potential negative connotations. Brillinger (1990) suggested that the most important relationships within an organization are the supervisory ones. Within the practicum agency, the supervisory relationship with the greatest impact on job satisfaction and turnover exists between unit manager or treatment/shift supervisor with the child and youth care worker. The strength of this employee-supervisor relationship or bond has a tremendous impact on the success of the organization, the degree of employee job satisfaction and turnover (Mobley, 1982; Waxman, 1984; George & Bettenhausen, 1990).

Mobley (1982) offered that an effective employee-supervisor relationship develops by forming a positive personal relationship with the employee, demonstrating respect for the employee and creating a supportive work environment. Successful supervisors and leaders provided direction and motivation (Strong, 1986). Mobley (1982) added that supervisors control the positive reinforcement or feedback. Positive

feedback serves as the primary motivational tool for supervisors to improve employee job performance (Ludeman, 1989; 1990).

At the practicum agency, 65% of the child and youth care workers surveyed reported that they occasionally or never got positive feedback from their identified supervisors. Of the child and youth care workers surveyed, 48% reported that corrective feedback was always or usually offered. An equal percentage reported that their supervisors occasionally or never were receptive to an employee's idea. From the supervisor's viewpoint, 70% of those surveyed reported that they usually or always gave positive and corrective feedback to the staff they supervise.

Obviously, a noticeable difference existed between how supervisors and subordinates perceived positive and corrective interactions or support at the practicum agency. Krueger (1986b) offered that child and youth care workers need and deserve the support of supervisory staff. Ludeman (1989; 1990) suggested that a greater degree of caring displayed by managers increases employee job satisfaction and performance. George and Bettenhausen (1990) concluded that a leader's positive or prosocial behavior increased the prosocial behavior of the group. Increases in a

group's prosocial behavior and effective employee-supervisor relationships contributed to increased productivity, job satisfaction and reductions in employee turnover.

Lack of supportive supervision adversely affects job satisfaction and the propensity to leave an organization (Fleischer, 1985). Waxman (1984) observed that when employees found supervisors and work environments as too rigid, ordered, or organized job satisfaction decreased and turnover increased. One of the units viewed by administration as very organized and task oriented, has one of the highest percentages of employee turnover and the highest percentage of new (i.e., less than six months) turnover in the agency. Child and youth care and supervisory staff of this unit completed a survey for this practicum proposal.

CHAPTER 3: PRACTICUM GOAL, OBJECTIVES AND SOLUTION STRATEGY

Practicum Goal and Objectives

By the end of the practicum period, to improve perceived job satisfaction of the targeted child and youth care staff by 25%, as measured by a self-report survey, in order to positively impact the propensity to leave which results in voluntary child and youth care turnover.

Job satisfaction refers to an employee's attitude or perception regarding the various facets of their employment or position (Krueger, 1986b, p. v). The target child and youth care staff are those employed in the three units detailed in Chapter 2. For this practicum, voluntary child and youth care turnover referred to the child and youth care staff that completed the initial two-week orientation training and left the agency on their own accord. The practicum period was ten weeks in duration.

Objective One

By the end of the tenth week, to improve the targeted first-level supervisors' ability to increase support by providing positive and corrective feedback to child and youth care workers by 50% as measured by a peer evaluation.

For this practicum, targeted first-level supervisors referred to those unit managers and treatment/shift supervisors employed in the three units detailed in Chapter 2.

Objective Two

By the end of the tenth week, to improve the targeted child and youth care workers' perception of the amount of support offered by first-level supervisors through the provision of positive and corrective feedback by 25% as measured by a self-report survey.

Objective Three

By the end of the tenth week, to increase first-level supervisor's knowledge of the teamwork model and involving child and youth care workers in the decision-making process by 50% as measured by pre and postintervention evaluations.

Objective Four

By the end of the tenth week, to improve the child and youth care workers' perception of their involvement in the decision-making process of their unit by 25% as measured by a self-report survey.

Solution Strategy

Existing Solutions: A Review of the Literature

Part of the problem-solving process required viewing a problem or situation from one's and other's perspectives (Goldstein, 1988; Gambrill, 1993). With respect to employee turnover and job satisfaction, various models or interventions have been used. From my review of the literature, the majority of these interventions fall into four categories: child and youth care recruitment, administrative interventions, child and youth care training, and the training of supervisors.

Child and Youth Care Recruitment

In the quest to reduce employee turnover and increase job satisfaction, several researchers have suggested that an organization should review and evaluate its recruitment practices. Finnell (1992) suggested that the hiring and utilization of married child and youth care workers reduced turnover. Ross (1983) reported that some child care agencies with low turnover hire only experienced child and youth care staff. The author postulated that this decreased the number of employees experimenting with career choices and increased the propensity that they would stay with the agency.

Wasmund and Tate (1988) suggested there is a strong relationship between personality and performance of effective child and youth care workers. They suggested testing for these attributes before hiring an applicant. Similarly, Krueger (1986b) recommended that child caring agencies hire candidates with values and philosophy similar to the organizations. O'Reilly, Caldwell and Barnett (1989) added that employee groups comprised of similar demographics were less likely to leave the group or organization. In addition, individuals with a similar tenure in the group have a lcwer likelihood of leaving the group.

Administrative Interventions

Several studies have suggested that administrative or organizational interventions impact job satisfaction and employee turnover. Two interventions, salary and team involvement, appear in many of these studies. Foster and Linton (1988) noted that when it comes to financial compensation, child and youth care workers were at the bottom of the mental health/social service occupational hierarchy. Krueger et al. (1987) found that salary level was a predictor of favorable job satisfaction. For a group similar to child and youth care workers, early child teachers, Granger and Marx (1992) found that pay and working conditions had a

strong relationship with job satisfaction. In the CWLA study (cited in Stuck, 1992), the second highest job satisfaction perception factor was financial compensation.

Ross (1983) recommended that child and youth care organization offer higher starting salaries to attract more talent applicants and retain competent employees. Based on an analysis of the practicum agency's personnel databases, less than 20% of its annual voluntary turnover occurred in child and youth care staff making more than $14,250 or 7.5% more than entry-level. At the practicum agency, entry-level staff are five times more likely to leave the organization than nonentry-level staff even though entry-level staff comprise approximately two-thirds of the direct care personnel.

O'Reilly, Caldwell and Barnett (1989) reported that the group or team had a significant affect on an individual's decision to stay or terminate his/her relationship with an organization. Organized and skilled work teams form the foundation for support, knowledge sharing, processing, empathy, accountability and leadership (Krueger, 1990). In child care, most researchers believe that teamwork has a tremendous impact on a worker's job satisfaction and performance

(Krueger, 1986b).

Ross (1983) reported that one agency in his study attributed low child and youth care turnover to utilizing the treatment team approach. Finnell (1992) found that the implementation of team meetings contributed to increased support among members and reductions in employee turnover. Teamwork serves as the conduit for child and youth care workers to engage in a group's decision-making process (Brendtro & Mitchell, 1983).

Krueger et al. (1987) found that involvement in the decision-making process influenced both agency commitment and job satisfaction. Eisenberger, Fasolo and Davis-LaMastro (1990) found that agency commitment was positively affected even when employees were anonymously involved in decision-making process (i.e., use of a suggestion box or system). Organizations that have made an effort to include child and youth care workers in the decision-making process have seen their turnover reduced (Ross, 1983; Finnell, 1992).

Child and Youth Care Training

Within the research literature, numerous studies or recommendations exist to develop different types of training programs for child and youth care staff in an attempt to reduce turnover and increase job

satisfaction. Several studies suggested that child caring agencies institute orientation, introductory or preservice child and youth care training (Ross, 1983; Krueger, 1986a, 1986b; Doriety & Powell, 1988; Finnell, 1992).

In addition to training at the beginning of employment, agencies need to encourage continuous training programs and offer post-hire training opportunities (Krueger, 1986b; Finnell, 1992). Several connected these postorientation training programs to career ladders or advancement programs (Ross, 1983; Doriety & Powell, 1988). Krueger et al. (1987) found that the provision of a career advancement program by an agency positively impacted both job satisfaction and organizational commitment.

Training of Supervisors

As noted earlier, Brillinger (1990) submitted that the most important relationship at an agency was the relationship between supervisor and supervisee. George and Bettenhausen (1990) suggested that if in this relationship, the supervisor displays a positive affect, then prosocial behaviors, performance, job satisfaction and turnover of the employees was positively impacted. Several studies argued that the method in which a manager supervises an employee,

influences performance, commitment, job satisfaction and turnover (Hersey & Blanchard, 1969; Blake & Mouton, 1982; Carew, Parisi-Carew & Blanchard, 1986; Vecchio, 1987). In addition, Ross (1983) hypothesized that additional training of supervisory staff would positively affect turnover.

Solution Strategy Employed

Carew, Parisi-Carew and Blanchard (1986) postulated two distinct dimensions to leadership -- directive behavior and supportive behavior. Ludeman (1990) argued that today's employees are in search of a work environment that offers support, involvement and care. To improve job satisfaction and impact turnover, the solution strategy employed during the practicum involved the creation and implementation of a series of training sessions for first-level supervisors that focused on developing their supportive behavior. The solution strategy implemented had four phases: training development, training implementation, field practice and evaluation.

Training Intervention Development Phase

Green, Knippen and Vincelette (1985) noted that in many management training programs, participants acquire job knowledge, but not job skill. In the development of a management training program, the authors

recommended the use of skills training method that provides knowledge, encourages participants to perform appropriate management tasks and promotes practice. For the practicum agency, this type of management training method is identical to the skill-building technique utilized with the agency's clients. This skill-building method utilizes social-learning paradigms and procedures (Bandura, 1977; Goldstein, 1988).

Training Implementation Phase

Bandura (1977) stated that learning occurs through direct experience and observation. Both direct experience and observation were utilized during the training phase. Training was created to be didactic and participatory. Krueger (1986b) recommended that training session be held for a minimum of ninety minutes during which only a few new concepts were taught per session. As described below, training sessions for this practicum were three hours in duration. This allowed for skill evaluations, presentation and discussion, and practice of the new material. Based on the length of the practicum period and practicum objectives, three training sessions were planned.

Role plays serve as an effective tool for training

supervisors (Gabriel, 1982). Following the didactic segment of the training, Green, Knippen and Vincelette (1985) recommended that the trainees practice the skills they have learned and view their performance. In evaluating and practicing, participants utilized a video camera and monitor. In this segment of the training, trainees selected a scene similar to their actual work environment and practiced the "new skill" in a role play with other trainees. Each participant reviewed and critiqued their peers and own performance.

Field Practice

To ensure the utilization of training in the work setting, Kruger and May (1985) recommended the application of a reinforcement system that provides peer support, accountability for change and periodic review of the skills learned during training. To provide the peer support, each unit was given a field assignment which they completed during the week between the training sessions. These assignments were based on the training and required the participants to use the skills learned. In addition, the assignments required the involvement of the child and youth care workers assigned to the trainee's units. Program supervisors ensured the completion of the field projects. During subsequent training sessions, each unit reported on

their field assignment.

Training Evaluation

Training should always be evaluated (Krueger, 1986b). To measure the effects of an employee training intervention, an evaluation system that included both process and outcome methods was required (Austin, Brannon & Pecora, 1984). The evaluation system employed during this practicum included: process evaluation methods that assessed specific training objectives, training material or curriculum used, teaching methods employed and instructor's presentation style; outcome evaluation methods that focused on trainee satisfaction; and outcome evaluation methods that assesses or measures changes in trainee job performance during and after training.

Involvement of Others

In the training development, implementation and evaluation phases, several key personnel were involved. The practicum agency's administration, training, residential and quality improvement personnel were consulted for their input.

Practicum Resources

Based on the above intervention detailed above, the following were the resources required for this project: a training site, a trainer, and training

supplies such as markers, copying of materials, flipcharts, video cameras, overhead transparency, and a overhead projector. In addition, coverage cost were incurred for staff while they were in training. Due to the schedule of the training, compensation costs for staff were kept to a minimum.

Practicum Evaluation

Austin, Brannon and Pecora (1984) recommended the implementation of an outcome evaluation system to determine the affects of an employee training intervention. For this practicum, an evaluation system was developed which measured the first-level supervisor's demonstration of positive and corrective feedback and their knowledge of the teamwork/decision-making model. Pre and postevaluations were compared to determine the effect of the practicum intervention.

In addition, following the practicum intervention, the targeted child and youth care workers were surveyed to determine their level of job satisfaction, perception of positive and corrective feedback and level of decision-making involvement. These results were compared with the results detailed earlier to determine the effect of the practicum intervention.

Report of Action Taken

During the practicum implementation, the solution strategy above was utilized and modified as needed. Appendix C contains the actual implementation plan for the practicum. As reported above, the solution strategy for this practicum involved four phases -- training development, training implementation, the field practicums and the evaluation process. The following details the action taken during each of these phases.

Training Development

The training development phase was completed during the first three weeks of the ten week practicum period. This was the most labor intensive phase in the practicum. During this phase, three training modules were adapted and developed on providing positive feedback, providing corrective or informative feedback, and implementation of a team model for residential care.

As noted above, the agency utilizes social-learning practices (Bandura, 1977; Goldstein, 1988) to treat clients and families. The agency provides training for all direct care staff in these methods during orientation and annual training sessions. For continuity and simplicity, a conscious

effort was made to utilize these training methods when developing the practicum intervention. Therefore, each training module was developed to allow the participants to view a demonstration of the targeted skill, practice the skill and receive feedback on their performance. As reported above, several other sources served as resources on how to conduct these presentations (Gabriel, 1982; Green, Knippen & Vincelette, 1985; Kruger & May, 1985; Krueger, 1986b; Eitington, 1989).

The positive feedback training session utilized during this practicum was adapted from Ludeman's (1989; 1990) Worth Ethic Training. This author noted that when employees receive approval, recognition and praise, they become more cooperative and harder working. There job satisfaction and performance increases and the propensity to leave decreases. This training model provided the rationale for using positive feedback and the step-by-step methods for providing positive feedback to employees.

As Drucker (1973) stated, effective informative or corrective feedback serves as a tool that employees use to improve their performance. Again, Ludeman's (1989; 1990) Worth Ethic Training served as the foundation for this training session. This information was fused with other sources (Drucker, 1973; Eitington, 1989) to

develop a training session that focused on providing useful, non-punitive informative feedback to employees.

The final training session developed dealt with implementation of a team model within a residential unit. Vorrath and Brendtro's (cited in Brendtro & Mitchell, 1983) teamwork primacy model served as the cornerstone for the didactic portion of this session. Particular attention was given on how to better incorporate child and youth care staff into the decision-making process of the residential unit (Krueger, 1986a).

Each of the training sessions, positive feedback, informative feedback, and the team model, mandated the development, adaptation and utilization of specific training materials. During all presentation, didactic material was presented and highlighted through the use of overhead transparencies. To give a more "professional and polished" presentation, all transparencies were developed with the aid of computer graphics software. In addition, presentation handouts and training aids were given to all participants. Appendix D contains samples of the training material and aids developed and used during this practicum.

As Gabriel (1982) reported, role plays are effective tools for training supervisors. For this

practicum, the program supervisors and I developed ten roles plays for use during the training sessions. These scenarios were taken from situations that each of us had dealt with -- successfully or unsuccessfully -- in the past. Appendix E contains samples of the role play scenarios utilized during this training.

In addition to the development of the presentation material, field practicums were created for each of the three training topics. The field practicums promoted the practice of the "new" skill acquired during training and involve others within the trainee's unit in the project. The field practicums developed dealt with real concerns, problems, policies or practices of the agency. Appendix F contains samples of the field practicum assignments used.

Training Implementation

As reported earlier, the practicum contained three training sessions for first-level supervisory staff. These took place on the fourth, sixth and eighth week of the practicum period. In addition, a pretraining luncheon was held during the third week of the practicum period to introduce the training, review objectives and expectations with the participants. During week ten of the practicum period, a posttraining luncheon was held to present and discuss the practicum

outcomes with the participants.

All training sessions were schedule on Tuesdays from 10:00 a.m. to 1:00 p.m. Tuesdays were selected by the program supervisors and unit managers due to the majority of child and youth care staff being scheduled for the units' meetings which are held at 2:00 p.m. Thirteen trainees were scheduled to participate in all three of the training sessions. Each training session was divided into four parts: preevaluation, didactic presentation and field practicum discussion, practice and postevaluation, discussion and review.

The preevaluation phase consisted of either a pretest, as in the team model presentation, or role play, as in the positive and corrective/informative feedback sessions. The preevaluation phase was used to determine the baseline of each first-level supervisor's skills. Appendix G contains a copies of the pre and post evaluations and tests used during the training sessions.

During the preevaluation phase of the positive feedback and informative feedback presentations, the group was divided into two and each participant was given one of the previously developed role play scenarios involving them as a supervisor confronting or engaging an employee. The participant was instructed

to role play how they would confront or handle the employee in the scenario. They were instructed to keep their role plays to under five minutes. As suggested by Green, Knippen and Vincelette (1985), each scenario was video taped for review later. This phase took approximately forty-five minutes for each group to complete.

During the didactic phase, I presented the material pertaining to each training session's topic. These presentations were approximately one hour in duration and allowed time for questions and discussion. In addition, a half hour was reserved for the discussion of the field practicum.

In hindsight, an additional half hour could of been utilized during both the presentation and field practicum discussions. In all three presentations, I felt that more time was needed. This was especially noticeable in the final session, the team model session, during which the training session was extended by almost thirty minutes. Interestingly, an analysis of the presentation's evaluations concluded that the participants felt that the all but the last session were of adequate length to discuss the topics. They too wanted more time to discuss the team model.

Following the didactic presentation, the group was

divided and either engaged in a role play, as in the team model session, or were instructed to view their video tape role plays, as in the positive and corrective/informative feedback training sessions. While viewing the tape, they were instructed to evaluate each performance. Each participant was given an evaluation form on which to record their responses. This served as the preintervention data. These evaluations forms were identical to the preevaluation forms contained in Appendix G.

During the positive and corrective/informative training sessions, once the participants completed the evaluation of their video tape performances, they performed their role play again. On this performance, they were instructed to use the "new" skills they learned during the didactic portion of the presentation. In addition, each participant was given a three by five card with the appropriate action steps to facilitate their performance. A copy of this card is contained in Appendix D. Once again, they and their peers rated their performance. These results served as the postintervention data.

In the final training session, the team model session, participants were divided into two groups and asked to solve a problem as a group or team. Appendix

E contains a copy of this group problem scenario. They were instructed to use the "new" skills and information from the presentation as a group to solve this dilemma. Once they had completed the problem-solving exercise, they again completed the pretest assignment. These results served as the postintervention data. Due to the nature of the activity and time limitations, the video camera was not used to tape these group problem-solving sessions. This was a slight change from the original solution strategy design.

Once the participants completed their evaluation, we spent approximately a half hour discussing the session and introducing the field practicum. Due to the relatively small size of the training group and the familiarity with each other, these discussions were open, direct and intense. Pros and cons of the training material was discussed in detail by the participants and instructor.

During the implementation stage of the training, several minor difficulties emerged. Though none of these were major, they did increase the stress of the practicum. These difficulties included: technical problems, video cameras and equipment did not always work as planned or designed; participant attendance, several participants were late due to problems in the

units with the clients and two used sick benefits during two of the sessions; and time management, on several occasions I had to cut discussions short due to limitations in time. In addition, due to scheduling difficulties between sessions, I was unable to involve the program supervisors as much as desired into the actual presentation of the training. However, during weekly supervision sessions we did discuss the process evaluations and made slight presentation modifications.

Field Practicums

As the solution strategy was designed, each unit's participants were assigned field practicums to complete during the week between sessions. Appendix F contains copies of these field assignments. With the program supervisors, we developed field practicums that encouraged the participants to use their "new" skills within the unit and work as a team on developing solutions for agency problems or concerns.

Dependent on the assignment, each field practicum involved the participants in developing solutions for various agency or unit practices or concerns. Solutions ranged from developing unit-based mechanisms for awarding child and youth care staff within the units for properly and consistently implementing treatment procedures to different ways to promote

communication in the units between child and youth care staff.

As noted, in addition to using the field practicum to facilitate team problem-solving in the units, each participant had to report on instances since the last training session in which they used their "new" skills. In the discussion, most reported that they used the "new" skills but reported that with all of the demands of their jobs (i.e., the clients, paperwork and routines), they had difficult finding time to consistently engage with staff one-on-one. Discussions were held during the training on how to use these skills in informal situations with subordinates.

Evaluation Process

The evaluation process for this practicum included both process and outcome measures. The process measures consisted of an evaluation form that participants completed following each presentation and the completion of the practicum. This evaluation was a modification of one of the agency's instructor evaluation forms and other sources (Krueger, 1986b; Eitington, 1989). I use this feedback to improve my presentation style. Appendix H contains a copy of the evaluation form used for this practicum. Most of the difficulties during the evaluation stage dealt with

staff not completing the evaluations appropriately.

To evaluate the outcome of the practicum, three different evaluation mechanisms were used. The first mechanism involved evaluating the affects of the presentations on the skill levels of the participants. This type of evaluation mechanism was used during the first and second training sessions. Appendix G contains copies of these evaluations. As mention earlier, during each of these session, participant's and their peers completed pre and postintervention evaluations of the participant's demonstration of the targeted skill.

The above evaluations were designed to allow a participant and the participant's peer to evaluate both the skill and their perceived effectiveness of the participant's attempt in the role play. There were nine items for each of the evaluations which highlighted skill steps and perceived effectiveness. Each item had several ratings that were checked dependent on the participant's performance. In addition, the evaluations included space for comments that the evaluator wished to share with the trainee.

In analyzing this data, each sub-item on the evaluation tools were given a value of zero to three for a maximum of 27 points per evaluation. Better

perceived performances on each item received a higher score. These scores were tabulated for each item, total and an average score was obtained for each participant. Postintervention results were compared with preevaluation results to determine the change.

During the team model session, participants were evaluated on their knowledge of the team model. The preevaluation consisted of questioning the trainee's on the components and concepts of the team model. Following the presentation, the trainees completed the evaluation again and this was compared to the preevaluation results. Appendix G contains a copy of this evaluation mechanism.

The final outcome evaluation method determined the effects of the practicum intervention on the participants and participants' subordinates. During this phase, the self-report surveys used during the practicum proposal stage were redistributed and completed again by the target child and youth care workers. The results were compared with the results obtained during the practicum proposal phase (see Appendix A).

Interestingly, very few problems existed during the implementation of the evaluation phase. Only two evaluation forms used during the training were ruled to

be invalid because they were not filled out correctly (i.e., too many items checked). Only one of the self-surveys, compare with five during the practicum proposal phase, was completed improperly. It can be concluded that the directions were adequate for completing the evaluation forms appropriately.

CHAPTER FOUR: RESULTS

As discussed, the practicum applied several pre and postintervention evaluations and survey instruments to determine the affect of the solution strategy on the practicum objectives and goal. The following are the results of the solution strategy by practicum goal and objectives.

Results for Practicum Goal

As reported earlier, of the 23 child and youth care workers surveyed prior to the practicum intervention, more than 52% responded that they got little or no satisfaction from their job. The goal of this solution strategy was to improve perceived job satisfaction of the targeted child and youth care staff by 25%, as measured by a self-report survey, in order to positively impact the propensity to leave which results in voluntary child and youth care turnover.

Following the completion of the solution strategy, of the 30 child and youth care workers completing the self-survey in the targeted units, only 20% responded that they got little or no satisfaction from their job. This was an improvement of 32%, therefore, the practicum goal was met. In addition, 50% of the postintervention surveyed child and youth care workers reported that they had a promising or very promising

future with the agency compared with 44% of the preintervention group. Finally, only one child and youth care worker voluntarily left one of the target units during the practicum period. Appendix B contains the complete pre and postintervention survey results and comparison.

Results for Objective One

The above goal had four objectives. The first of these objectives was to improve the targeted first-level supervisors' ability to increase support by providing positive and corrective feedback to child and youth care workers by 50% as measured by a peer evaluation. On the preintervention evaluation for the use of positive feedback, the 13 participants averaged 20.1 out of 27 or 74%. Scores on this preintervention evaluation ranged from a low 59% to a high of 90%. On the preintervention evaluation for the use of informative feedback, the 11 participants present averaged 20.7 out of 27 or a score of 77%. Scores on the preintervention evaluation ranged form a low of 51% to a high of 90%. When combine, the two preevaluation's mean score was 20.4 or 76%.

On the postintervention evaluations, the same participants improved their positive feedback group average to 23.7 or 88%. During the postintervention

evaluation for corrective/informative feedback, the group improved its average to 23.6 or 87%. The combined mean was 23.7 or 88%. This was an improvement of only 16% over the preevaluation results. Therefore, this objective was not met. Still, all participants improved their performance from 3% to 38% during the positive feedback intervention and from 8% to 32% during the corrective/informative feedback training (see Appendix B).

Results for Objective Two

As noted above, the second practicum objective was to improve the targeted child and youth care workers' perception of the amount of support offered by first-level supervisors through the provision of positive and corrective feedback by 25% as measured by a self-report survey. Prior to the practicum intervention, 65% of the child and youth care workers surveyed reported that they occasionally or never got positive feedback from supervisors. Of the 23 child and youth care workers surveyed during the practicum proposal phase, 48% reported that corrective feedback is offered usually or always. The same percentage reported that their supervisors were occasionally or were never receptive to an employee's idea.

Following the practicum intervention, 53% of the

30 child and youth care workers reported that they occasionally or never got positive feedback from supervisors. 47% of those surveyed reported that they usually or always got corrective feedback. 40% of the postintervention surveyed child and youth care staff reported that supervisors were occasionally or were never receptive to an employee's idea.

Based on the above results, practicum objective two was not met. Still, 12% more staff reported that there supervisors usually or always provided positive feedback. The reported use of corrective feedback remained constant with preintervention results. In addition, 8% more child and youth care staff reported that their supervisors were receptive to their ideas. Appendix B contains the pre and postintervention survey results and comparison.

Results of Objective Three

The third practicum objective was to increase first-level supervisor's knowledge of the teamwork model and involving child and youth care workers in the decision-making process by 50% as measured by pre and postintervention evaluations. As measured in the postevaluation for the team model session, only about 23% (n=3) of the 13 participants could identify or explain all of team model. Only about 33% (n=4) could

identify any element of the team model or methods on involving subordinates in the decision-making process.

On the postintervention evaluations, 90% (n=12) of the participants could identify or explain the team model and ways to involve others in the decision-making process. 100% (n=13) of the participants could identify at least two or more items. This was an improvement of approximately 70% over the preevaluation results. Therefore, this objective was met.

Results of Objective Four

The final practicum objective was to improve the child and youth care workers' perception of their involvement in the decision-making process of their respective unit by 25% as measured by a self-report survey. Prior to the implementation of the practicum's solution strategy, 61% of the 23 child and youth care workers surveyed at the practicum agency reported that they had little or no involvement in the decision-making process within their unit.

Following the practicum implementation, 43% of the 30 surveyed child and youth care staff reported that they had little or no involvement in the unit's decision-making process. This was an improvement of only 18% from the preintervention phase, therefore, objective four was not met. Still, over 10% more of

the postintervention surveyed group reported that they usually or always felt part of the cottage team. Appendix B contains copies of the complete self-survey results and an item by item comparison.

CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS

Review of Problem and Solution Strategy

The frequent voluntary turnover of child and youth care staff has been problematic at the practicum agency. Based on a review and analysis of the research literature, an inverse relationship exists between staff turnover and employee job satisfaction. Prior to the implementation of the practicum, a majority of surveyed child and youth care workers at the agency disclosed that they got little or no satisfaction from their job. Job satisfaction of child and youth care staff at the practicum agency needed to be improved to reduce or positively impact the voluntary turnover of child and youth care workers.

Several different employment aspects contribute to an employee's job satisfaction (Krueger et al., 1987). Several researchers suggested that the method, level and form of supervision are employment aspect that impact a worker's job satisfaction (Byman, 1977; Ross, 1983; Waxman, 1984; Krueger, 1986b; George & Bettenhausen, 1990; Finnell, 1992). Another important aspect centers on the level of an employee's involvement in the decision-making process (Krueger, 1986a, 1986b; Finnell, 1992; Stuck, 1992).

To impact the job satisfaction of targeted child

and youth care workers, the practicum's solution strategy consisted of the development and implementation of a training program for first-level supervisors. This program involved the targeted first-level supervisors participating in three training sessions and field practicums centered on the use of positive feedback, corrective/informative feedback and the team model.

Review of Outcome and Results

As detailed above, the solution strategy applied during this practicum used two different types of measures to determine the interventions impact on the practicum goal and objectives. First, peer evaluation instruments measured the solution strategy's affect on first-level supervisor's skills and knowledge in the use of positive feedback, corrective/informative feedback and knowledge of the team model. Second, the practicum utilized a self-survey of targeted child and youth care staff to determine the affect of the solution strategy on their perceived job satisfaction, first-level supervisors use of positive feedback, corrective/informative feedback and the child and youth care worker's perception of their involvement in the decision-making process.

As reported in Chapter 4, results of this

practicum were mixed. The practicum goal and only one of the four objectives were achieved. Improvement was still noted in those objectives that were not met. In conclusion, the solution strategy did positively impact the practicum goal and objectives.

As Rossi and Freeman (1989) noted, other events, confounding factors, may have contributed to the practicum's mixed results. As detailed in Chapter 4, comparing the results of the preintervention self-survey completed during the practicum proposal phase with the postintervention self-survey, it was determined that the goal for this practicum was met. Job satisfaction within the targeted child and youth care workers substantially improved. It is difficult to determine if one factor, such as the solution strategy, was responsible for this improvement. Several factors need to be ruled-out.

As several researchers have noted, changes in compensation, personnel practices, working conditions, child care training and scheduling impact job satisfaction (Ross, 1983; Krueger, 1986a, 1986b, 1990; Doriety & Powell, 1988; Foster & Linton, 1988; Wasmund & Tate, 1988; O'Reilly, Caldwell & Barnett, 1989; Eisenberger, Fasolo & Davis-LaMastro, 1990; Finnell, 1992; Granger & Marx, 1992). From the preintervention

self-survey completion and during the practicum intervention, none of the above occurred within the targeted units. Other factors, single or in combination, could of contributed to the improvement in child and youth care job satisfaction.

As Ludeman (1989; 1990) suggested, positive feedback improves job performance and satisfaction. Based on personal observation, the solution strategy focused an increased amount of positive and supportive attention from administration towards the target child and youth care workers. This support from outside of the target first-level supervisors could of impacted job satisfaction. A second confounding factor to consider involves recent changes in the agency's Quality Improvement process. These new procedures require much more direct supervision, support and interaction from administrative personnel, thereby, inadvertently improving job satisfaction.

Objective one of the practicum was to improve first-level supervisor's ability to provide positive and corrective/informative feedback. Though this objective was not met, improvement in first-level supervisor's skills was apparent. This improvement compares with several studies regarding the improvement of supervisor's job skills (Gabriel, 1982; Mobley,

1982; Green, Knippen & Vincelette, 1985; Kruger & May, 1985; McEvoy & Cascio, 1985).

As documented in Chapter 3, the method employed during the practicum was similar in design to methods used at the practicum agency to teach clients new skills. As the results in Appendix I demonstrate, the targeted first-level supervisor's preinterventions skills in providing positive and corrective feedback exceeded 75%. While observing the participants during their preintervention role plays, I was impressed on how skilled several of these supervisors were in providing positive feedback and information. A goal of a 50% increase in these skills appears, from hindsight, to be too ambitious.

As Bandura (1977) suggested, learning can occur from observing another complete a task. During the video taping of the preintervention role plays, participants watched others prior to their involvement. It can be assumed that several participants learned new skills, either correct or incorrect, prior to completing their preintervention role play.

The second practicum objective focused on improving the targeted child and youth care workers' perception of the amount of support offered by first-level supervisors through the provision of

positive and corrective feedback. As detailed earlier, this objective was not met but improvement did occur. Twelve percent more of the targeted child and youth care staff reported in the postintervention that positive feedback from supervisors usually or always occurs. In addition, 15% more of the targeted first-level supervisors surveyed reported that they usually or always provide positive feedback.

Goldstein (1988) and Green, Knippen and Vincelette (1985) suggested that the generalization of training from the classroom or training session occasionally is problematic. This may account for why this objective was not met. First-level supervisors were not applying the new skills consistently enough or with a greater frequency in their work environments for their subordinates to notice. Addition training, practice and supervision of these first-level supervisors needs to continue to facilitate this process.

The third practicum objective was to increase first-level supervisor's knowledge of the teamwork model and involving child and youth care workers in the decision-making process. As reported earlier, this objective was met. It was apparent from the pretests measures that the targeted supervisors knew little about the team model on which the supervision and

decision-making structure of the agency is founded. It was obvious that this needs to be a core curriculum item in any training program for child and youth care staff that the practicum agency offers.

The final practicum objective was to improve the child and youth care workers' perception of their involvement in the decision-making process. Though the planned objective was not met, over 10% more of the postintervention surveyed child and youth care workers checked that they usually or always felt part of the cottage team. Unfortunately, there was only a very slight increase in the percentage of surveyed child and youth care worker's level of participation in unit team meetings. Better coverage schemes need to be developed to allow more child care staff to attend these important meetings.

Child and youth care staff turnover at the practicum agency has been problematic. There is an inverse relationship between voluntary employee turnover and job satisfaction. The goal of this practicum was to improve job satisfaction among targeted child and youth care workers to reduce the propensity to leave the agency. The solution strategy involved an intervention that provided training for first-level supervisors which focused on providing

positive feedback, corrective/informative feedback and the team model. The results of this intervention were mixed. Still, improvement was document for all objectives.

Implication of Results and Outcome

As several researchers reported, the frequent voluntary turnover of child and youth workers has been problematic at many residential agencies (Rosenfeld, 1979; Ross, 1983; Doriety & Powell, 1988; Mitchell & Braddock, 1990; "Ohio committee," 1991; Finnell, 1992). The high tangible and intangible costs of child and ycuth care turnover effects the agency, other helping professionals and clients. To successfully address the turnover dilemma, several interventions, such as those detailed in Chapter 3, and including the solution strategy presented here are needed.

The solution strategy developed and implemented during this practicum can, for others in the field, serve as the foundation of a comprehensive turnover intervention. As Ludeman (1989; 1990) reported, training supervisors to support their subordinates with praise and informative feedback while engaging them in the decision-making process, improves job performance and satisfaction. This practicum demonstrated a cost-effective method to accomplish this.

Recommendations and Dissemination

In future utilizations of this practicum, I recommended the following modifications, practices and additions:

1. Revise the self-survey of child and youth care workers to concentrate more on job satisfaction and the use of positive and corrective feedback. Research and develop a more qualitative format for this survey.

2). Expand the training of the team model. This topic demands more time and a more in-depth presentation. Child and youth care supervisors at the practicum agency need a better understanding of team building and the use of others in the decision-making process. Development of an expanded edition of the team model training should be incorporated into the agency's training of supervisory staff.

3). Have all candidates for first-level supervisors complete the training detailed in this practicum prior to their hire or completion of their probationary period.

4). Have each first level-supervisor complete this training at least once every six months. Proficiency in these management skills must be

demonstrated and routinely practiced.

5). On annual performance evaluations, evaluate a first-level supervisor skills in providing positive feedback, corrective/informative feedback, involving others and utilizing the team model.

6). To use the field practicum method of solving agency problems by units or teams outside of formal training sessions to solve other agency concerns or dilemmas.

7). Develop an agency-wide mechanism that provides reinforcement for individuals and teams for exemplary and consistent performance.

Two methods of dissemination of this practicum and its results are planned. First, I plan to summarize this report into a form suitable for submission to a child and youth care worker professional journal. In addition, I would like to use sections of the report for articles in the State's child care worker's association's newsletter. Based on my review of the research literature, I believe that this practicum and its solution strategy would be beneficial to others in the field.

Secondly, I plan on incorporating this practicum and its first-level supervisor's training sessions into

an agency provided career ladder for supervisory personnel that is currently being developed at the practicum agency. The primary phase of this career ladder for child and youth care supervisors is tentatively one year in duration. After the completion of this primary phase, quarterly training courses would be offered. This training would be required for all child and youth care supervisors at the practicum agency.

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Appendix A:

Child and Youth Care Survey

Child and Youth Care Supervisor Survey

CHILD CARE WORKER SURVEY

Instructions: Please take a few moments to answer the following questions. Check the answer that best describes your situation or opinion. Please only check ONE box for each question. Once completed, place and seal your survey in the attached envelope. Thank you!

1. How long have you been employed at this agency?
   [ ] between 0 and 3 months [ ] between 3 and 6 months
   [ ] between 6 and 12 months [ ] between 12 and 18 months
   [ ] between 18 and 24 months [ ] greater than 24 months

2. Prior to working at this agency, have you ever been employed as a child care worker?
   [ ] Yes [ ] No

3. How much satisfaction do you get from your job?
   [ ] I get no satisfaction from my job.
   [ ] I get a little satisfaction from my job.
   [ ] I am satisfied with my job.
   [ ] I get a great deal of satisfaction from my job.

4. How much do you look forward to coming to work?
   [ ] I never look forward to coming to work.
   [ ] I occasionally look forward to coming to work.
   [ ] I usually look forward to coming to work.
   [ ] I always look forward to coming to work.

5. In your opinion, how well did orientation training at this agency prepare you for your job as a child care worker?
   [ ] It did not prepare me at all.
   [ ] I was fairly prepared by the orientation training.
   [ ] I was well prepared by the orientation training.
   [ ] I was very well prepared by the orientation training.

6. Remembering back to your first day on the job, was child care work what you though it was?
   [ ] Yes [ ] No

7. Rate yourself as a child care worker?
   [ ] I am not a very good child care worker.
   [ ] I am a fair child care worker.
   [ ] I am a good child care worker.
   [ ] I am a very good child care worker.

8. How much involvement do you have in the decision-making process in your cottage?
   [ ] I have no involvement.
   [ ] I have little involvement.
   [ ] I am regularly involved.
   [ ] I am always involved.

9. In your opinion, how well defined are your job roles and expectations in the cottage?
   [ ] My roles and expectations are not defined at all.
   [ ] Some of my roles and expectations are but most are not.
   [ ] Most of my roles and expectations are defined.
   [ ] All of my roles and expectations are well defined.

10. Would you become a child care worker again?
    [ ] Yes [ ] No

11. How often do you receive positive feedback from the person or persons your identify as your supervisor(s)?
    [ ] I never get positive feedback.
    [ ] I occasionally get positive feedback.
    [ ] I usually get positive feedback.
    [ ] I always get positive feedback.

12. How often do you receive corrective feedback from the person or persons your identify as your supervisor(s)?
    [ ] I never get corrective feedback.
    [ ] I occasionally get corrective feedback.
    [ ] I usually get corrective feedback.
    [ ] I always get corrective feedback.

13. How often do you attend Team Meetings?
    [ ] I never attend.
    [ ] I attend once per month.
    [ ] I attend twice per month.
    [ ] I attend three or four times per month.

14. Do you feel like you are part of the cottage team?
    [ ] No. [ ] Occasionally. [ ] Usually. [ ] Always.

15. How often do you meet individually with the person or persons you identify as your supervisor?
    [ ] I never meet with my supervisor.
    [ ] I meet monthly with my supervisor.
    [ ] I meet once every other week with my supervisor.
    [ ] I meet at least weekly with my supervisor.

16. When you have a "good idea," is your supervisor(s) receptive to it?
[ ] Never. [ ] Occasionally. [ ] Usually. [ ] Always.

17. Do you feel that you are treated fairly at work?
[ ] Never. [ ] Occasionally. [ ] Usually. [ ] Always.

18. Remembering back to your first day on the job, did you feel that you were accepted and wanted by your co-workers?
[ ] Don't remember.
[ ] Not accepted or wanted.
[ ] Kind of accepted or wanted.
[ ] Accepted and wanted.

19. Remembering back to your first day on the job, did you feel that you were accepted and wanted by your supervisor(s)?
[ ] Don't remember.
[ ] Not accepted or wanted.
[ ] Kind of accepted or wanted.
[ ] Accepted and wanted.

20. Do you feel that you have a future at this agency?
[ ] No.
[ ] A limited future.
[ ] A promising future.
[ ] A very promising future.

CHILD CARE WORKER SUPERVISOR SURVEY

Instructions: Please take a few moments to answer the following questions. Check the answer that best describes your situation or opinion. Please only check ONE box for each question. Once completed, place and seal your survey in the attached envelope. Thank you!

1. How long have you been employed at this agency?
   [ ] between 0 and 3 months [ ] between 3 and 6 months
   [ ] between 6 and 12 months [ ] between 12 and 18 months
   [ ] between 18 and 24 months [ ] greater than 24 months

2. Prior to working at this agency, have you ever been employed as a child care worker supervisor?
   [ ] Yes [ ] No

3. How much satisfaction do you get from your job?
   [ ] I get no satisfaction from my job.
   [ ] I get a little satisfaction from my job.
   [ ] I am satisfied with my job.
   [ ] I get a great deal of satisfaction from my job.

4. How much do you look forward to coming to work?
   [ ] I never look forward to coming to work.
   [ ] I occasionally look forward to coming to work.
   [ ] I usually look forward to coming to work.
   [ ] I always look forward to coming to work.

5. In your opinion, how well does orientation training at this agency prepare your staff for the job of child care worker?
   [ ] It does not prepare them at all.
   [ ] It fairly prepares them.
   [ ] It well prepares them.
   [ ] It very well prepares them.

6. Remembering back to your first day on the job, was child care work what you though it was?
   [ ] Yes [ ] No

7. Rate yourself as a supervisor?
   [ ] I am not a very good supervisor.
   [ ] I am a fair supervisor.
   [ ] I am a good supervisor.
   [ ] I am a very good supervisor.

8. How much involvement does your staff have in the decision-making process in your cottage?
   [ ] They have no involvement.
   [ ] They have little involvement.
   [ ] They are regularly involved.
   [ ] They are always involved.

9. In your opinion, how well defined are your job roles and expectations in the cottage?
   [ ] My roles and expectations are not defined at all.
   [ ] Some of my roles and expectations are but most are not.
   [ ] Most of my roles and expectations are defined.
   [ ] All of my roles and expectations are well defined.

10. Would you become a child care supervisor again?
    [ ] Yes [ ] No

11. How often do give positive feedback to new (less than six months) child care staff?
    [ ] I never give positive feedback.
    [ ] I occasionally give positive feedback.
    [ ] I usually give positive feedback.
    [ ] I always give positive feedback.

12. How often do you give corrective feedback to new (less than six months) child care staff?
    [ ] I never give corrective feedback.
    [ ] I occasionally give corrective feedback.
    [ ] I usually give corrective feedback.
    [ ] I always give corrective feedback.

13. How often do you attend Team Meetings?
    [ ] I never attend.
    [ ] I attend once per month.
    [ ] I attend twice per month.
    [ ] I attend three or four times per month.

14. Do you feel like you are part of the cottage team?
    [ ] No. [ ] Occasionally. [ ] Usually. [ ] Always.

15. How often do you meet individually with new (less than six months) child care workers.?
    [ ] I never meet with new child care workers.
    [ ] I meet monthly with new child care workers.
    [ ] I meet once every other week with new child care workers.
    [ ] I meet at least weekly with new child care workers.

16. When you have a "good idea," is your supervisor(s) receptive to it?

[ ] Never. [ ] Occasionally. [ ] Usually. [ ] Always.

17. Do you feel that you are treated fairly at work?

[ ] Never. [ ] Occasionally. [ ] Usually. [ ] Always.

18. Remembering back to your first day on the job, did you feel that you were accepted and wanted by your co-workers?

[ ] Don't remember.
[ ] Not accepted or wanted.
[ ] Kind of accepted or wanted.
[ ] Accepted and wanted.

19. Remembering back to your first day on the job, did you feel that you were accepted and wanted by your supervisor(s)?

[ ] Don't remember.
[ ] Not accepted or wanted.
[ ] Kind of accepted or wanted.
[ ] Accepted and wanted.

20. At the present time, do you feel that you have a future at this agency?

[ ] No.
[ ] A limited future.
[ ] A promising future.
[ ] A very promising future.

Appendix B:

Child and Youth Care Survey Results

Child and Youth Care Supervisor Survey Results:

Pre and Postintervention Comparisons

Child and Youth Care Worker Survey Results
Pre and Postintervention Comparisons

Week Held, Preintervention : 01/15/93
Week Held, Postintervention: 05/02/93

Total Surveys Distributed, Preintervention : 28
Total Returned/Valid, Preintervention : 23 (82% return rate)

Total Surveys Distributed, Postintervention: 32
Total Returned/Valid, Postintervention : 30 (94% return rate)

1. How long have you been employed at this agency?

Service in Months	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
0 - 3	1	4	4.3	13.3	9.0
3 - 6	7	4	30.4	13.3	-17.1
6 - 12	8	9	34.8	30.0	- 4.8
12 - 18	0	5	0	16.7	16.7
18 - 24	2	3	8.7	10.0	2.3
> 24	5	5	21.7	16.7	5.0

2. Prior to working at this agency, have you ever been employed as a child care worker?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
YES	2	7	8.7	23.3	14.6
NO	21	23	91.3	76.7	-14.6

3. How much satisfaction do you get from your job?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
No satisfaction	1	0	4.3	0	- 4.3
Little satisfaction	11	6	47.8	20.0	-27.8
Satisfied	10	20	43.5	66.7	23.2
Great deal of sat.	1	4	4.3	13.3	9.0

4. How much do you look forward to coming to work?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Never look forward	1	1	4.3	2.7	- 1.6
Occasionally look fwd.	8	6	34.8	20.0	-14.8
Usually look forward	12	23	52.2	76.7	24.5
Always look forward	2	0	8.7	0	- 8.7

5. In your opinion, how well did orientation training at this agency prepare you for your job as a child care worker?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Did not prepare	1	4	4.3	13.3	9.0
Fairly prepared	11	14	47.8	46.7	- 1.1
Prepared	8	11	34.8	36.7	1.9
Very well prepared	3	1	13.0	2.7	-10.3

6. Remembering back to your first day on the job, was child care work what you though it was?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Yes	8	10	34.8	33.3	- 1.5
No	15	20	65.2	66.7	1.5

7. Rate yourself as a child care worker?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Not a very good	0	1	0	2.7	2.7
Fair	1	3	4.3	10.0	5.7
Good	19	20	82.6	66.7	-15.9
Very good	3	6	13.0	20.0	7.0

8. How much involvement do you have in the decision-making process in your cottage?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
No involvement	3	3	13.0	10.0	- 3.0
Little involvement	11	10	47.8	33.3	-14.5
Regularly involved	8	16	34.8	53.3	18.5
Always involved	1	1	4.3	2.7	- 1.6

9. In your opinion, how well defined are your job roles and expectations in the cottage?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Not defined	1	1	4.3	2.7	- 1.6
Some defined	6	6	26.1	20.0	- 6.1
Most defined	14	17	60.9	56.7	- 4.2
All well defined	2	6	8.7	20.0	11.3

10. Would you become a child care worker again?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Yes	18	23	78.3	76.7	- 1.6
No	5	7	21.7	23.3	1.6

11. How often do you receive positive feedback from the person or persons your identify as your supervisor(s)?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Never	2	1	8.7	2.7	- 5.0
Occasionally	13	15	56.5	50.0	- 6.5
Usually	7	11	30.4	36.7	6.3
Always	1	3	4.3	10.0	5.7

12. How often do you receive corrective feedback from the person or persons your identify as your supervisor(s)?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Never	0	0	0	0	0
Occasionally	12	16	52.2	53.3	1.1
Usually	8	14	34.8	46.7	11.9
Always	3	0	13.0	0	-13.0

13. How often do you attend Team Meetings?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Never	8	10	34.8	33.3	- 1.5
Once/month	6	7	26.1	23.3	2.8
Twice/month	5	7	21.7	23.3	1.6
Three-Four/month	4	6	17.4	20.0	2.6

14. Do you feel like you are part of the cottage team?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Never	2	1	8.7	2.7	- 5.0
Occasionally	5	5	21.7	16.7	- 5.0
Usually	11	15	47.8	50.0	2.2
Always	5	9	21.7	30.0	8.3

15. How often do you meet individually with the person or persons you identify as your supervisor?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Never	4	10	17.4	33.3	15.9
Monthly	8	5	34.8	16.7	-18.1
Every other week	7	7	30.4	23.3	-25.2
Weekly	4	8	17.4	26.7	9.3

16. When you have a "good idea," is your supervisor(s) receptive to it?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Never	3	3	13.0	10.0	- 3.0
Occasionally	8	9	34.8	30.0	- 4.8
Usually	10	15	43.5	50.0	6.5

Always	2	3	8.7	10.0	1.3

17. Do you feel that you are treated fairly at work?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Never	1	3	4.3	10.0	6.7
Occasionally	5	6	21.7	20.0	- 1.7
Usually	13	17	56.5	56.7	0.2
Always	4	4	17.4	13.3	- 3.1

18. Remembering back to your first day on the job, did you feel that you were accepted and wanted by your co-workers?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Don't remember	2	4	8.7	13.3	4.6
Not accepted	1	4	4.3	13.3	9.0
Kind of accepted	12	9	52.2	30.0	-22.2
Accepted	8	13	34.8	43.3	8.5

19. Remembering back to your first day on the job, did you feel that you were accepted and wanted by your supervisor(s)?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Don't remember	1	3	4.3	10.0	6.7
Not accepted	2	3	8.7	10.0	1.3
Kind of accepted	12	9	52.2	30.0	-22.2
Accepted	9	15	39.1	50.0	10.9

20. Do you feel that you have a future at this agency?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
No future	1	2	4.3	6.7	2.4
Limited future	12	12	52.2	40.0	-12.2
Promising future	10	15	43.5	50.0	6.5
Very promising future	0	1	0	3.3	3.3

Child and Youth Care Worker Supervisor Survey Results

Week Held, Preintervention: 01/15/93
Week Held, Postintervention: 05/02/93

Total Surveys Distributed, Preintervention : 12
Total Returned/Valid, Preintervention : 10 (82% return rate)

Total Surveys Distributed, Postintervention: 13
Total Returned/Valid, Postintervention : 12 (92% return rate)

1. How long have you been employed at this agency?

Service in Months	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
0 - 3	0	0	0	0	0
3 - 6	0	0	0	0	0
6 - 12	0	0	0	0	0
12 - 18	0	0	0	0	0
18 - 24	3	1	30.0	15.4	-14.6
> 24	7	11	70.0	84.6	14.6

2. Prior to working at this agency, have you ever been employed as a child care worker?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Yes	2	2	20.0	16.7	- 3.3
No	8	10	80.0	83.3	3.3

3. How much satisfaction do you get from your job?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
No satisfaction	0	0	0	0	0
Little satisfaction	3	3	30.0	25.0	- 5.0
Satisfied	3	4	30.0	33.3	3.3
Great deal of sat.	4	5	40.0	41.7	1.7

4. How much do you look forward to coming to work?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Never look forward	1	0	10.0	0	-10.0
Occasionally look fwd.	2	4	20.0	33.3	13.3
Usually look forward	4	6	40.0	50.0	10.0
Always look forward	3	2	30.0	16.7	-13.3

5. In your opinion, how well does orientation training at this agency prepare your staff for the job of child care worker?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Did not prepare	0	0	0	0	0
Fairly prepared	4	6	40.0	50.0	10.00
Prepared	6	6	60.0	50.0	-10.00
Very well prepared	0	0	0	0	0

6. Remembering back to your first day on the job, was child care work what you though it was?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Yes	4	6	40.0	50.0	10.0
No	6	6	60.0	50.0	-10.0

7. Rate yourself as a child care worker supervisor?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Not a very good	0	0	0	0	0
Fair	0	0	0	0	0
Good	7	7	70.0	58.3	-11.7
Very good	3	5	30.0	41.7	11.7

8. How much involvement does your staff have in the decision-making process in your cottage?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
No involvement	0	0	0	0	0
Little involvement	1	0	10.0	0	-10.0
Regularly involved	8	12	80.0	100	20.0
Always involved	1	0	10.0	0	-10.0

9. In your opinion, how well defined are your job roles and expectations in the cottage?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Not defined	0	0	0	0	0
Some defined	0	2	0	16.7	16.7
Most defined	8	10	80.0	83.3	3.3
All well defined	2	0	20.0	0	-20.0

10. Would you become a child care worker supervisor again?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Yes	9	12	90.0	100	10.0
No	1	0	10.0	0	-10.0

11. How often do give positive feedback to new (less than six months) child care staff?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Never	0	0	0	0	0
Occasionally	2	1	20.0	8.3	-11.7
Usually	7	10	70.0	83.3	13.3
Always	1	1	10.0	8.3	1.7

12. How often do you give corrective feedback to new (less than six months) child care staff?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Never	0	0	0	0	0
Occasionally	3	4	30.0	33.3	3.3
Usually	5	8	50.0	66.7	16.7
Always	2	0	20.0	0	-20.0

13. How often do you attend Team Meetings?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Never	0	0	0	0	0
Once/month	0	0	0	0	0
Twice/month	1	1	10.0	8.3	- 1.7
Three-Four/month	9	11	90.0	91.7	1.7

14. Do you feel like you are part of the cottage team?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Never	0	0	0	0	0
Occasionally	0	0	0	0	0
Usually	4	3	40.0	33.3	- 6.7
Always	6	9	60.0	66.7	6.7

15. How often do you meet individually with new (less than six months) child care workers.?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Never	2	0	20.0	0	0
Monthly	0	4	0	33.3	33.3
Every other week	2	4	20.0	33.3	-13.3
Weekly	6	4	60.0	33.3	-17.7

16. When you have a "good idea," is your supervisor(s) receptive to it?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Never	0	0	0	0	0
Occasionally	1	1	10.0	8.3	- 1.7
Usually	7	9	70.0	75.0	5.0

Always	2	2	20.0	16.7	- 3.3

17. Do you feel that you are treated fairly at work?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Never	0	0	0	0	0
Occasionally	3	1	30.0	8.3	-21.7
Usually	5	10	50.0	83.3	33.3
Always	2	1	20.0	8.3	-11.7

18. Remembering back to your first day on the job, did you feel that you were accepted and wanted by your co-workers?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Don't remember	0	0	0	0	0
Not accepted	0	0	0	0	0
Kind of accepted	3	3	30.0	25.0	- 5.0
Accepted	7	9	70.0	75.0	5.0

19. Remembering back to your first day on the job, did you feel that you were accepted and wanted by your supervisor(s)?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Don't remember	0	1	0	8.3	8.3
Not accepted	0	0	0	0	0
Kind of accepted	5	6	50.0	50.0	0
Accepted	5	5	50.0	41.6	- 8.4

20. Do you feel that you have a future at this agency?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
No future	1	2	10.0	16.7	6.7
Limited future	4	2	40.0	16.7	-23.3
Promising future	5	8	50.0	66.7	16.7
Very promising future	0	0	0	0	0

Appendix C:

Practicum Implementation Plan

Implementation Plan

Schedule of Activities

Week One. The following are the practicum activities during the first week:

1). I Developed a daily log system for the practicum project. This daily log was utilized to document progress during the ten week practicum.

2). I met with the first-level supervisors and their supervisors (i.e., program supervisors) to discuss the project and received input regarding practicum goals and objectives. During this meeting projected problems or conflicts were discussed and addressed.

3). I reserved the training equipment and site were with the practicum agency's training department.

4). I ordered the training supplies.

5). I began to develop the training curriculum and field assignments. This included: additional research, review of the training material available at agency, and the development of new training material.

Week Two. During the second week of the practicum period, the following activities were completed:

1). I continued work on the training curriculum and field assignments.

2). I developed an instrument to measure or determine the pre and postintervention skills of first-level supervisors

in: (1) providing positive feedback to subordinate staff; (2) providing corrective/informative feedback to subordinate staff; and (3) knowledge of the teamwork/decision-making model.

Week Three. During the third week of the practicum intervention, the schedule included the following activities:

1). I completed the training curriculum and field assignments and reviewed the practicum training material with the program supervisors, practicum verifier and my immediate supervisor.

2). I collected and reviewed the available training evaluations at the practicum agency. I developed an evaluation for the training sessions and field assignments.

3). A luncheon was held for all participants to introduce the training, review objectives and expectations.

Week Four. The following are the practicum activities scheduled for the fourth week:

1). During the initial training session, first-level supervisors completed the preintervention evaluation.

2). I presented the first training session on the use of positive feedback with employees to the first level supervisors. This training included a didactic presentation, practice and feedback. The evaluation and practice periods utilized role plays and video taping.

3). I reviewed and assigned the first field assignment to

the unit teams.

Week Five. During the fifth week of the practicum, the activities include the following:

1). Each unit's team worked on their respective field assignments. During the week, I periodically checked on their progress.

2). The program supervisors monitored the daily progress of the field assignments.

3). I met with program supervisors and reviewed the first session process evaluation forms.

4). I reviewed the practicum intervention progress with my immediate supervisor and practicum verifier.

Week Six. The following are the practicum activities scheduled for the sixth week:

1). The program supervisors and I reviewed and provide feedback regarding the first field practicum assignment with the first-level supervisors.

2). I provided the second training session. This included a didactic presentation, practice, feedback and review. The practice session included role plays and the use of video taping.

3). I explained and assigned the second field assignment to unit teams.

Week Seven. During the seventh week of the practicum, the activities included the following:

1). Each unit team implemented the second field assignments. During the week, I periodically checked on their progress.

2). The program supervisors monitored the daily progress of the field assignments.

3). I met with program supervisors and reviewed the second session process evaluation forms.

4). I reviewed the practicum intervention progress with my immediate supervisor and practicum verifier.

Week Eight. The following were the practicum activities scheduled for the eighth week:

1). The program supervisors and I reviewed, discussed and provided feedback regarding the second field practicum assignment.

2). I provided the third training session. This included a didactic presentation, practice, feedback and review.

3). I explained and assigned the third field assignment to unit teams.

Week Nine. During the ninth week of the practicum, the schedule included the following activities:

1). Each unit's team worked on the third field assignments. During the week, I periodically checked on their progress.

2). The program supervisors to monitored the daily progress of the field assignments.

3). I met with the program supervisors and review the third

session process evaluation forms.

4). I reviewed the practicum intervention progress with my immediate supervisor and practicum verifier.

Week Ten. During the final week of the practicum, the schedule included the following:

1). I reviewed, discussed and provided feedback regarding the final field practicum assignment.

2). Each first-level supervisor will completed the postintervention evaluation on the overall training series.

3). Each targeted child and youth care worker and first-level supervisor completed the survey form used during the practicum development phase.

Appendix D:

Sample Practicum Training Materials and Aids

The attached card and the following sample copy of a transparency were used during the session on the use of positive feedback. They are based on Ludeman's (1989; 1990) Worth Ethic Training.

DEVELOPING THE WORTH ETHIC: PRAISING EMPLOYEES

1. SMILE AT THE EMPLOYEE.
2. LOOK AT THE EMPLOYEE. EYE CONTACT!
3. SPEAK DIRECTLY TO THE EMPLOYEE.
4. USE THE EMPLOYEE'S NAME.
5. SPECIFY EXACTLY WHAT THE EMPLOYEE DID TO EARN YOUR ESTEEM.

PRAISE EMPLOYEES OFTEN!

MANAGEMENT:
Praising Others

- STEP I

  PRAISE AS MANY EMPLOYEES IN AS MANY WAYS AS YOU CAN!

  ✓ AVOID "PIMPLE MANAGEMENT" - I.E. "GREAT JOB BUT..."

  ✓ BE HONEST!

  ✓ PRAISE THOSE THAT TAKE A 'BACK SEAT' TO OTHERS, I.E., MAINTENANCE, SECRETARIES, AWAKE STAFF.

  ✓ AVOID HAVING YOU ACTIONS INTERPRETED AS MANIPULATION. BE OPEN WITH EMPLOYEES ABOUT INTENTIONS AND GOALS.

- STEP II

  RECOGNIZE EMPLOYEES IN WAYS THAT ARE INDIVIDUALLY MEANINGFUL!

  ✓ TO MAKE PRAISE EFFECTIVE, PRAISE DIFFERENT PEOPLE DIFFERENTLY.

Appendix E:

Sample Practicum Role Plays

SUPERVISOR TRAINING
For Use in Positive Training
SCENARIO 1

Lee is a relatively new child care worker with no previous experience. From the beginning, Lee has had little success in following through on directives from supervisory staff and implementing treatment approaches. Many of the other staff believe that Lee is scared by the clients or is just lazy.

On your shift today, you noticed Lee attempt to implement an approach with one of the unit's most difficult clients. Lee was not successful in this attempt and the client aggressed toward another client.

As a supervisor, role-play how you would discuss this incident with Lee?

SCENARIO 2
For Use in Informative Feedback Training

Stevie has been an employee in your unit for several years. Rarely does Stevie make a mistake and is constantly reminding you, the unit supervisor, of this fact. Rarely does Stevie past a mirror without admiring the reflection. A flamboyant and flashy dresser, Stevie has just implemented a successful hygiene and personal appearance program within the unit for the MR clients.

Unfortunately, Stevie did not consult with either you or the cottage therapist.

As Stevie's supervisor, what do you do?

Used in Team Model Training
Involving Others in Decision-making: Developing a Team

The scene: As a group, you represent the staff of a residential treatment unit or cottage. Over the past few months, your unit's team meetings have typically become sessions were complaints are many and attendance is sparse. Little is accomplished during these meetings. There is no format, no direction in the meetings. Decisions in the unit are being made by a few and carried out by no one. Communication between staff is extremely poor. There is no ownership in the unit. Treatment of the clients is not happening. The agency's administration has noticed the chaos and is demanding a solution. All are frustrated and agree this cannot continue!

Your mission: As a group, spend the next 30 minutes outlining the problem and developing a solution strategy. Be prepared to discuss the process and solution with the group.
As Jerry's supervisor, how do you handle Jerry?

Appendix F:

Field Practicums

SUPERVISOR TRAINING
FIELD PRACTICUM ONE
USE OF POSITIVE REINFORCEMENT WITH EMPLOYEES

1. To maximize the use of praise, it must be used often and differently with different employees. Practice makes perfect! During the next two weeks (and from here out) praise your staff daily! For the next session, each member of the cottage team will share with the group two (2) incidents during the past two weeks during which they praised a co-worker or other Village staff. Please be specific to why you praised them and what was their response.

2. An agency-wide, systematic approach of employee recognition is an important element for an organization. Parmadale has an "Excellent Award" that it bestows on "deserving" employees. Alas, the criteria for this award is not well defined. As a cottage team, your assignment is to develop a set of criteria for this award and a method of nominating staff. Involve others from your cottage in this process. Please be prepared to share your "Excellent Award" criteria with the group at the next training session.

FIELD PRACTICUM TWO
USE OF INFORMATIVE FEEDBACK WITH EMPLOYEES

1. Providing employees with informative feedback is an important management skill. To refine skills, they must be practiced. For the next session, each member of the cottage team will share with the group two (2) incidents during the past two weeks during which they provided a co-worker or other Village employee with informative feedback. Please be specific to why you provided informative feedback to them and what was their response.

2. As with all working groups, cottage teams have areas in which they need and/or want to improve. These can include medication distribution practices, timeliness of reports, consistency with clients or routines, communicating with each other, and so on. As you are aware, knowledge is the key to improvement. As a cottage team, your assignment is to develop a SIMPLE feedback, tracking and reward system for one particular cottage team need that cottage team wishes to improve. Involve others from your cottage in this process. Please be prepared to share your Cottage-based informative feedback mechanism with the group at the next training session.

FIELD PRACTICUM THREE
INVOLVING OTHERS IN THE DECISION-MAKING PROCESS

1. Involving employees in the decision-making process is an important management tool and skill. As a group, develop or improve a mechanism in the cottage that enables employees to become involved or more involved in the unit's decision-making process. Remember, simple is best! Don't develop mechanisms that are overly complicated. Involve others from your cottage in this process. Please be prepared to share your ideas with the group at the next training session.

Appendix G:

Practicum Preevaluations, Postevaluations, Pretests and Posttests

SUPERVISOR TRAINING
Session I
USE OF POSITIVE REINFORCEMENT WITH EMPLOYEES

Trainee's Name: _____
Check appropriate one: Pre-test : _____ Post-test: _____

Directions: Check the answer that best describes your opinion. Check only one response per question. Do not put your name on this form.

1). Did the trainee treat this situation as an opportunity for praise?
_____ Yes (3)
_____ No (0)

2). How well did the trainee during the role-play avoid providing negative feedback (i.e., avoided the Pimple Principle)? (check one)
____ provided negative feedback more than twice (0)
____ provided negative feedback at least twice (1)
____ provided negative feedback once (2)
____ did not provide negative feedback (3)

3). Did the trainee smile at the "employee" at the beginning of the role-play?
_____ Yes (3)
_____ No (0)

4). While engaged in the role-play, how well did the trainee maintain eye contact with the "employee?"
_____ Never looked at the "employee" (0)
_____ Looked at the "employee" < half of the time (1)
_____ Looked at the "employee" > half of the time (2)
_____ Continuously maintained eye contact (3)

5). While engaged in the role-play, how well did the trainee attend to the "employee" and speak to him/her?
_____ Paid little attention, was pre-occupied (0)
_____ Occasionally attended to the "employee" (1)
_____ Was attentive (2)
_____ Was very attentive (3)

6). While engaged in the role-play, did the trainee use the "employee's" name?
_____ Yes (3)
_____ No (0)

7). How specific did the trainee define the reason for praise to the "employee?"

_____ Did not relate any specifics (0)
_____ Was vague about specifics (1)
_____ Was somewhat specific (2)
_____ Was very specific (3)

8). From your vantage point, how positive of an experience was this for the "employee?"

_____ Not positive at all (0)
_____ Slightly positive (1)
_____ positive (2)
_____ very positive (3)

9). How sincere did you believe the trainee was during the role-play?

_____ Not sincere at all (0)
_____ Kind of sincere (1)
_____ sincere (2)
_____ very sincere (3)

Additional comments:

SUPERVISOR TRAINING
Session II
USE OF INFORMATIVE FEEDBACK WITH EMPLOYEES

Trainee's Name: _____
Check appropriate one: Pre-test : _____ Post-test: _____

Directions: Check the answer that best describes your opinion. Check only one response per question. Do not put your name on this form.

1). Did the trainee treat this situation as an opportunity for praise AND informative feedback?
_____ Yes (3)
_____ No (0)

2). How well did the trainee provide operational feedback for the "employee?" (check one)
____ did not provide operational feedback (0)
____ feedback to "employee" was somewhat vague (1)
____ provided operational feedback (2)
____ all feedback was operationalized (3)

3). Did the trainee use "I" statements during the role-play?
_____ Yes (3)
_____ No (0)

4). While engaged in the role-play, how well did the trainee maintain eye contact with the "employee?"
_____ Never looked at the "employee" (0)
_____ Looked at the "employee" < half of the time (1)
_____ Looked at the "employee" > half of the time (2)
_____ Continuously maintained eye contact (3)

5). While engaged in the role-play, how well did the trainee describe the behavior without placing blame?
_____ Was very negative, blaming (0)
_____ Was somewhat negative, blaming (1)
_____ Not negative, blaming (3)

6). While engaged in the role-play, did the trainee detail what was expected of the "employee?"
_____ Yes (3)
_____ No (0)

7). How specific did the trainee define the reason for feedback (i.e., the effect of the behavior)?

_____ Did not relate any specifics (0)
_____ Was vague about specifics (1)
_____ Was somewhat specific (2)
_____ Was very specific (3)

8). From your vantage point, how positive of an experience was this for the "employee?"

_____ Not positive at all (0)
_____ Slightly positive (1)
_____ positive (2)
_____ very positive (3)

9). How useful did you believe that the feedback was to the "employee?"

_____ Not useful at all (0)
_____ Kind of useful (1)
_____ useful (2)
_____ very useful (3)

Additional comments:

SUPERVISOR TRAINING
Session III
INVOLVING OTHERS IN THE DECISION-MAKING PROCESS: TEAM BUILDING

Trainee's Name: _____
Check appropriate one: Pre-test : _____ Post-test: _____

Directions: As complete as possible, answer the following question.

1). List the components of the Teamwork Primacy Model.

2. List ways to involve other staff in the decision-making process.

Appendix H:

Practicum Instructor Evaluation Form

SUPERVISOR TRAINING
EVALUATION FORM

1. What skill was practiced during this session: _____
   _____

2. Rate the format of how the topic was presented (circle one):
   Format was _____ effective:

1	2	3	4
not	fairly	quite	very

3. Rate the instructor's style (circle one):
   Instructor's style was _____ effective:

1	2	3	4
not	fairly	quite	very

4. What did you like most about the presentation?

5. What did you like least?

6. If you were presenting this topic, how would you present it differently?

7. How much did you know about this topic before this presentation (circle one):

1	2	3	4
nothing	----------	----------	a great deal

8. How much do you know about this topic after this presentation (circle one):

1	2	3	4
nothing	----------	----------	a great deal

Additional comments:

Appendix I:

Pre and Postintervention Results:

Use of Positive and Corrective/Informative Feedback

USE OF POSITIVE REINFORCEMENT WITH EMPLOYEES
Pre and Postevaluation Results and Comparisons

Total Participants : 13
Total Valid Evaluations: 144 (72 pre and 72 post)
Preevaluation Mean : 20.1
Postevaluation Mean : 23.7
% Change : 18.0

1). Did the trainee treat this situation as an opportunity for praise?

_____ Yes (3)
_____ No (0)

Preevaluation Mean	Postevaluation Mean	% Change
2.4	2.9	20.8

2). How well did the trainee during the role-play avoid providing negative feedback (i.e., avoided the Pimple Principle)? (check one)

____ provided negative feedback more than twice (0)
____ provided negative feedback at least twice (1)
____ provided negative feedback once (2)
____ did not provide negative feedback (3)

Preevaluation Mean	Postevaluation Mean	% Change
2.2	2.6	18.1

3). Did the trainee smile at the "employee" at the beginning of the role-play?

_____ Yes (3)
_____ No (0)

Preevaluation Mean	Postevaluation Mean	% Change
2.3	2.8	21.7

4). While engaged in the role-play, how well did the trainee maintain eye contact with the "employee?"

_____ Never looked at the "employee" (0)
_____ Looked at the "employee" < half of the time (1)
_____ Looked at the "employee" > half of the time (2)
_____ Continuously maintained eye contact (3)

Preevaluation Mean	Postevaluation Mean	% Change
2.5	2.9	16.0

5). While engaged in the role-play, how well did the trainee attend to the "employee" and speak to him/her?

_____ Paid little attention, was pre-occupied (0)
_____ Occasionally attended to the "employee" (1)
_____ Was attentive (2)
_____ Was very attentive (3)

Preevaluation Mean	Postevaluation Mean	% Change
2.2	2.5	13.6

6). While engaged in the role-play, did the trainee use the "employee's" name?

_____ Yes (3)
_____ No (0)

Preevaluation Mean	Postevaluation Mean	% Change
2.6	3.0	15.4

7). How specific did the trainee define the reason for praise to the "employee?"

_____ Did not relate any specifics (0)
_____ Was vague about specifics (1)
_____ Was somewhat specific (2)
_____ Was very specific (3)

Preevaluation Mean	Postevaluation Mean	% Change
2.4	2.5	4.1

8). From your vantage point, how positive of an experience was this for the "employee?"

_____ Not positive at all (0)
_____ Slightly positive (1)
_____ positive (2)
_____ very positive (3)

Preevaluation Mean	Postevaluation Mean	% Change
1.9	2.3	21.1

9). How sincere did you believe the trainee was during the role-play?

_____ Not sincere at all (0)
_____ Kind of sincere (1)
_____ sincere (2)
_____ very sincere (3)

Preevaluation Mean	Postevaluation Mean	% Change
2.0	2.3	15.0

USE OF INFORMATIVE FEEDBACK WITH EMPLOYEES

Pre and Postevaluation Results and Comparisons

Total Participants : 11
Total Valid Evaluations: 102 (51 pre and 51 postevaluations)
Preevaluation Mean : 20.7
Postevaluation Mean : 23.7
% Change : 14.5

1). Did the trainee treat this situation as an opportunity for praise AND informative feedback?

_____ Yes (3)
_____ No (0)

Preevaluation Mean	Postevaluation Mean	% Change
2.6	2.8	7.7

2). How well did the trainee provide operational feedback for the "employee?" (check one)

____ did not provide operational feedback (0)
____ feedback to "employee" was somewhat vague (1)
____ provided operational feedback (2)
____ all feedback was operationalized (3)

Preevaluation Mean	Postevaluation Mean	% Change
1.9	2.3	21.0

3). Did the trainee use "I" statements during the role-play?

_____ Yes (3)
_____ No (0)

Preevaluation Mean	Postevaluation Mean	% Change
2.7	2.9	7.4

4). While engaged in the role-play, how well did the trainee maintain eye contact with the "employee?"

_____ Never looked at the "employee" (0)
_____ Looked at the "employee" < half of the time (1)
_____ Looked at the "employee" > half of the time (2)
_____ Continuously maintained eye contact (3)

Preevaluation Mean	Postevaluation Mean	% Change
2.6	2.8	7.7

5). While engaged in the role-play, how well did the trainee describe the behavior without placing blame?

_____ Was very negative, blaming (0)
_____ Was somewhat negative, blaming (1)
_____ Not negative, blaming (3)

Preevaluation Mean	Postevaluation Mean	% Change
2.3	2.4	4.3

6). While engaged in the role-play, did the trainee detail what was expected of the "employee?"

_____ Yes (3)
_____ No (0)

Preevaluation Mean	Postevaluation Mean	% Change
2.6	2.9	11.5

7). How specific did the trainee define the reason for feedback (i.e., the effect of the behavior)?

_____ Did not relate any specifics (0)
_____ Was vague about specifics (1)
_____ Was somewhat specific (2)
_____ Was very specific (3)

Preevaluation Mean	Postevaluation Mean	% Change
2.3	2.6	13.0

8). From your vantage point, how positive of an experience was this for the "employee?"

_____ Not positive at all (0)
_____ Slightly positive (1)
_____ positive (2)
_____ very positive (3)

Preevaluation Mean	Postevaluation Mean	% Change
1.8	2.3	27.8

9). How useful did you believe that the feedback was to the "employee?"

_____ Not useful at all (0)
_____ Kind of useful (1)
_____ useful (2)
_____ very useful (3)

Preevaluation Mean	Postevaluation Mean	% Change
1.9	2.4	26.3

NOVA UNIVERSITY
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3301 College Avenue
Fort Lauderdale, Florida 33314

VERIFICATION OF PRACTICUM PROJECT STATEMENTS

SECTION II - To be attached to the Practicum Report.

I verify that the below named student did conduct the practicum project described in the submitted Practicum Report and I attest to the fact that this practicum project was carried out by the student in a responsible, professional, and competent manner.

Practicum Title Increasing Job Satisfaction Among Child Care Workers Through the Training of First-level Supervisors

Student's Name Angelo M. Bonsutto **Cohort** 54

Verifier's Name Michael J. Haggerty

Verifier's Position Associate Executive Director

Relationship to Student Supervisor

Name of Verifier's Work Setting Parmadale, Inc.

Address 6753 State Road
Parma, Ohio 44134
City **State** **Zip**

Telephone Number (216) 845-7700

Verifier's Signature Michael J. Haggerty

Date 06/02/93